DOCUMENT RESUME

FL 000 442

ED 048 780

AUTHOR	Leamon, M. Phillip, Ed.
TITLE	French for Secondary Schools: A Guide to Minimum Essentials.
INSTITUTION	Indiana State Dept. of Public Instruction, Indianapolis.
REPORT NO	Bull-300
PUB DATE	63
NOTE	22p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Articulation (Program), *Audiolingual Methods, Bibliographies, Course Content, Course Objectives, *French, Instructional Materials, *Language Instruction, Language Laboratory Use, Language Learning Levels, Language Skills, Modern Language Curriculum, Program Planning, Resource Materials, *Secondary Schools, *State Curriculum Guides, Textbooks

ABSTRACT

This curriculum outline provides a set of minimum essentials, based on a modified audiolingual approach, for secondary school programs in French. Following a brief discussion of the need for longer study sequences and an updated instructional philosophy, the guide describes the basic objectives, contents, and suggested teaching procedures for each level of a four-level course and makes recommendations for laboratory use and student evaluation. Recommended source materials for each level include a wide variety of audiovisual aids. A directory to aids, equipment, and materials and a brief bibliography are furnished. (RL)

ED048780

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STATE OF INDIANA

DEPARTMENT OF PUBLIC INSTRUCTION

Bulletin No. 300

FRENCH
For Secondary Schools

(A Guide to Minimum Essentials)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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RICHARD D. WELLS
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

1963

FL000 442

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FOREWORD

The teaching of foreign languages in Indiana has undergone a great change in the last several years. Today foreign languages are assuming a place of prominence in our educational program and philosophy. Much of this awakening and new interest is due in part to the realization that, in order to communicate, we must be able to interpret and understand other languages and cultures. Therefore, with this in view and in order to define adequately the program in French, the committee, at the suggestion of the State Department of Public Instruction, undertook to develop this curriculum guide.

We hope that this new French language curriculum guide will be of service to all of our secondary schools. It will provide them with a set of minimum standards. Moreover, this initial outline will also serve as a basis for a more detailed guide to be produced in the near future.

The Committee

ACKNOWLEDGEMENTS

It is with sincere appreciation that we acknowledge the participation of those interested educators who contributed to the French Curriculum Guide. A word of tribute is also due the school administrators who released teachers from classroom duties in order to provide necessary time for the development of the guide.

While contributions were made by various members of the staff of the State Department of Public Instruction, the groundwork was done by members of the committee who gave generously of their time and talents in formulating this guide as a minimum standard of units of study in the French courses. Included on this committee are classroom teachers of French, professional university teachers, school administrators, and teachers of teachers from our colleges and universities, public and private.

We wish to acknowledge also the valuable contributions by M. Phillip Leamon, School Coordinator, Indiana University, who served as general chairman and editor; Clemens Hallman, State Foreign Language Supervisor, Department of Public Instruction; H. B. Allman, Consultant, Franklin College, and Ellen Parr, Editor of the *Hoosier Schoolmaster,* who gave valuable assistance in reading the manuscripts and proofs.

Edgar B. Smith
Assistant Superintendent
for Instructional Services

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of Public Instruction

INTRODUCTION

The purpose of this guide is an attempt to strengthen foreign language instruction in Indiana. It is not intended to be a panacea nor an attempt to dictate to the state's secondary schools how or what to teach. Instead, it is the first step in what will become, we hope, a more complete guide for *French* teachers.

Much has been said recently concerning starting foreign language instruction in the elementary school. We heartily approve this approach. We urge, however, that in any such plan *continuity* be given primary consideration. Without a *continuous integrated sequence* in each foreign language offered there is really no program. In any case Indiana high schools should offer many more four-year programs of at least one foreign language to meet the growing need for more effective citizens in today's world. Recommendation No. 18 by Dr. Conant in his study of the comprehensive high school says:

> "The school board should be ready to offer a third and fourth year of foreign language, no matter how few students enroll. The guidance officers should urge the completion of a four-year sequence of one foreign language if the student demonstrates ability in handling a foreign language."

If a foreign language is introduced at the seventh grade (and more and more schools are doing this) it is suggested that material equal to one year's work be covered during the seventh and eighth grades, thus allowing second year work to be covered in the ninth grade. Otherwise, the content suggested in this guide for first year (or Level I) may be covered in the ninth or tenth grade.

Because the approach in the teaching of most modern foreign languages is similar in many respects, the section on *Philosophy* and *Language Laboratory* is the same in the French, German, Russian, and Spanish guides. We are particularly grateful to Earl S. Randall, Purdue University; Charles Parnell, Notre Dame University; August Vavrus,

Purdue University; and William D. Bugher, North Central High School, Indianapolis, for their work on the *Philosophy* section. We are also especially appreciative of the work of Elton Hocking, Purdue University; Bernice McCord, New Castle High School; Louise Reiter, Shortridge High School, Indianapolis; and John Acevedo, Indianapolis Public School Television Project, on the *Language Laboratory* section.

Your comments and suggestions will be most welcome. Indeed, they will provide us with the reactions needed to improve the present form of this guide.

CLH
MPL

PHILOSOPHY

In recent years, American participation in world affairs, political, economic, industrial, social, and cultural, has increased to such an extent that the need for many Americans to be able to communicate directly in other languages has become evident to the public at large. Less striking, but no less an important need for Americans, is the contact with another culture through its language. Learning that there are many ways of doing things, not merely *our* way, is highly desirable in educating our youth for the world of today and tomorrow.

The primary function of language is to communicate, first through hearing and speaking, then through reading and writing. The student who starts to study a second language by learning to understand and answer what he hears, will then be able to move on to reading and writing more easily. If he starts with reading and writing, he may never attain real proficiency in understanding and speaking.

This order of learning—listening and speaking, then reading and writing—is officially recommended by the Modern Language Association, as well as by national associations of teachers of the individual languages.

Listening and speaking require ability to distinguish and to produce the distinctive sounds, rhythms, and intonations of a language. The understanding and production of the sound system, as well as the basic structures, must be practiced to the point of becoming a matter of automatic habit. An initial

pre-reading period is necessary if students are to learn to understand and speak before they have to cope with the written language. The ideal length of this period has not yet been determined, but there is general agreement that there should be mastery of the sound system before its graphic representation is introduced and that during the period in which the structure of the language is being studied students should practice new material orally before they see it in print. *An essential document, which should be considered part of the present statement, is "Modern Foreign Languages in the High School: Pre-Reading Instruction,"* Patricia O'Connor, Office of Education Bulletin 1960, N. 9. Available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 25c.

Since the acquisition of sounds and structures is far more important than building a vocabulary in the initial learning of a language, the number of words should be limited in this phase. The use of English should be kept to a minimum; grammar should be approached inductively, proceeding from material which can be used orally to a consideration of its structures.

Initial and continued emphasis on hearing and speaking does not reduce the importance of the study of reading and writing. However, it is important pedagogically to understand that learning to use the written form of a language is a problem distinct from that of learning to understand and speak it.

Languages commonly taught in our schools have all been used as a means for expression of thought and literary creation. Once the fundamentals of a language are thoroughly mastered it becomes possible to approach its literary, scientific, and popular writings much as one does in the mother tongue, enjoying them and learning from them. At the same time, the student extends his knowledge of the language, its vocabulary, structures, and cultural traditions. This is a field of humanistic enrichment opened to students through advanced training under the foreign language teacher.

Thus an initial emphasis on understanding and speaking in no way lessens the traditional value of foreign language study as a key to greater humanistic development. This direct practical use of the language is required by the individual and by the nation during our time as it never was in the past.

CONTENT AND METHODOLOGY

LEVEL I

Objectives

1. To be able to recognize the basic French sounds as spoken by a native speaker, and to produce them with reasonable accuracy.

   Content

   Conversation about familiar topics
   Response to questions
   Simple games using numbers and familiar objects
   Songs

   Method

   Students imitate the teacher in response to his questions
   Repetition—teacher alone for comprehension
   —whole class with teacher
   —individual students alone
   All directions given in French—"ecrivez", etc.—accompanied by appropriate gestures to elicit responses

   Evaluation

   Student's ability to respond to questions which have been thoroughly learned by the class
   —shows ability to distinguish between questions and ability to produce the correct sounds in answering
   Grade two or three students each day in class

   Aids

   Recordings of songs
   Recorded pronunciation drills

2. To be able to recognize and to produce automatically the basic intonation patterns of French.

   Content

   Simple idioms
   Interrogative and negative sentences, and commands
   Liaison

   Method

   Imitation and repetition

Evaluation

Pupil's response and ability to ask the question or give the command

3. To be able to use, both in understanding and speaking, the basic structures of the French language.

Content

Only those grammatical structures used in everyday situations
Exact grammatical topics will vary according to the textbook
Common idioms such as time, weather, greetings
Articles
Adjectives—agreement and position
Present tense verb forms
Compound past, future, imperfect and imperative towards the end of the level

Method

Follow prereading technique throughout
Oral mastery by repetition of examples
Pattern drill with tapes or teacher

Evaluation

Pupil response to drill-type examples
Ability to write from dictation
Some translation to and from English is necessary in order to give exact meanings and show idioms

Aids

Taped drills and tapes of the lessons, if available, to enable students to hear native speakers

4. To acquire an active spoken vocabulary suitable for everyday conversations.

Content

Words used in talking about the personal experiences of the students—weather, time, date, family, home, school, sports, hobbies

Method

Use vocabulary only in context
Employ prereading techniques
Teacher questions—class and individuals answer

Aids

Objects in the classroom, such as a clock
Pictures drawn or cut from magazines
Scenes such as a game scene, to stimulate conversation
Pupil notebooks with pictures or drawings of their home, family, etc.

Evaluation

Pupils' ability to use all the words studied in talking about his own experiences

Reference

Le Français fondamental:
premier degrè

French Ministry of Education
Chilton and Co. Book Division
New York and Philadelphia

5. To be able to read aloud, fluently and with accuracy, what has been spoken. Where feasible, to begin toward the end of this level to acquire a passive reading vocabulary beyond the spoken vocabulary.

Content

Begin reading only the vocabulary and structures to which the student has been exposed
Gradually a few new words may be added

Method

Teacher reads a short passage and gives paraphrased explanations
Pupils may listen with books closed to simple passages, or follow more difficult ones in their books
Class reads in unison with teacher or individual student reads
Pupils retell story in own words orally and talk about their own similar experiences
Pupils write about their own experiences

Evaluation

Pupils' answers to questions about the passage
Sometimes questions and answers in English to test for comprehension

6. To be able to write from dictation what has been spoken and read.

Content

Examples used to teach vocabulary and structure
Unfamiliar passages consisting of familiar words and structures

Method

"Ecoutez," teacher reads passage at conversational speed
"Ecrivez," passage is read phrase by phrase, including punctuation, for students to write—each phrase read twice
"Corrigez," passage is again read at conversational speed, including punctuation
Daily dictations to review previous day's work
Weekly dictations to test week's work
Progress in difficulty of vocabulary, speed of reading, and length of phrase unit

Aids

Tapes and records to present new voices

7. To be able to recognize the basic sounds from their spelling, so as to be able to pronounce new words.

Content

All sounds used in the words in the student's vocabulary

Method

Note similarities in sound and spelling—*papier, cahier, noir, mademoiselle*
Note different spellings of same sound—*aller, alle, allez, allai*
Distinguish between similar sounds—*irai, irais*—use some phonetic symbols if they will help

Evaluation

Pupil's ability to pronounce both new and learned words
Record student's reading for later listening and grading

8. To gain some fundamental knowledge and appreciation of French culture and civilization.

Content

Minimize historical research in favor of contemporary culture and additional language usage

Method

Speaking the language
Singing songs
Teacher explanations
Reading French magazine
Looking for newspaper and magazine clippings
Reading translations of French books and books about France
Films
Slides taken by families of students in the class

Testing

Dictation
Question-Answer—oral or written—based on own experience
Comprehension of a passage by a native speaker
Answers can be brief and in English or French
Composition—oral and written
Translation in order to obtan exact meaning

BIBLIOGRAPHY

Refer to the MLA Selective List of Materials

Dictionaries: The New Cassell's French-English, English-French Larousse pocket edition, Washington Square Press, 60c
Songbooks: *Chansons de France: Marcel Vigneras*
Records: *Christmas in France: Les Petits Chanteurs de Verseilles* (Cap) *Pour vous les Jeunes, nos vieilles chansons* (Pathe) (Cap)
Best-Loved French Songs: Martial Singher (Vanguard)
Maps: Bird's Eye View of Paris (Denoyer)
France, Physical-Political
France, Political and Historical
Magazines: Paris-Match
The French Review (with AATF membership, for teachers)
Calendars: United Nations—days in French—$2
Desk Flag: United Nations Gift Shop—under $1
Conversation: *Petites Conversations:* Harris and Monod-Cassidy
French Conversation (elem., intermed & Adv.) Kany and Dondo

LEVEL II

Objectives

1. To reinforce the productive skills in handling the sounds and the basic structures of French acquired in Level I.
2. To extend the number of structures of French which can be recognized and produced automatically.

3. To extend the vocabulary to include not only the items most frequently used orally but those most commonly used in non-specialized, contemporary written texts.
4. To extend the reading experience to correspond to new structures and new vocabulary which might include:
    1) conditional, past perfect, future perfect, conditional perfect, and (literary tense—toward the end of the level)
    2) the subjunctive
    3) adverbs
    4) relative pronouns
    5) direct and indirect object pronouns (if they have not been covered in Level I)
    6) orthographic changes in verbs
    7) others
5. To extend the student's ability to recognize sounds from their spelling, in order to be able to read unfamiliar material orally.
6. To extend the student's skill in writing to correspond to new knowledge of the language with awareness of its spelling; however, without demanding much free composition.
7. To extend the knowledge and appreciation of French culture and civilization.

LEVEL III

Objectives

1. To reinforce and extend all language skills, with a greater emphasis upon reading than has been stressed at the earlier levels.
2. To extend reading vocabulary through materials having value in themselves but in accord with the student's present development, linguistic and literary.
3. To extend structures to include more specialized forms found in literary texts.
4. To begin use of the language by individuals and the group as a tool for imparting and acquiring knowledge.
5. To begin simple free composition in the language.
6. To extend the knowledge and appreciation of French culture and civilization.

LEVEL IV

Objectives

1. Continue as in Level III, constantly reinforcing what has already been acquired, with particular attention to points of conflict between the mother tongue and the foreign language. Extend structures, vocabulary and knowledge of the cultural and literary heritage of France.

THE LANGUAGE LABORATORY

One of the most dramatic changes in foreign language instruction has taken place within the past several years. Along with, and in many occasions because of, the introduction of electro-mechanical facilities, the whole approach and emphasis of learning has been placed in a better perspective. No longer are we concerned with learning about the language; instead, we are urging that language be taught by speaking it. The language laboratory, properly used, can indeed serve as an invaluable adjunct to foreign language instruction.

Teachers and administrators should first have a clear understanding of the nature and function of the language laboratory. Like the chemistry laboratory, it does not replace the teacher; it enables him and the students to do things that they cannot do in the classroom. The first and most important is the simultaneous audio-lingual practice that all students receive. This in turn is based on the assumption, generally accepted by the profession today, that foreign language study should follow the sequence of hearing, speaking, reading and writing, with primary emphasis in the first two years on the audio-lingual skills of hearing and speaking. These skills are powerfully aided by frequent practice in the language laboratory, orally drilling the integrated materials which have previously been introduced in the classroom. All material presented on tape should first be introduced in the classroom.

Only if administrators and teachers accept this rationale, and are willing and able to implement it, should they install a language laboratory. Half-hearted morale or a half-starved annual budget will produce only frustration. Just as the chemistry laboratory requires care, supplies and replacements, so will the language laboratory require expenditures for spare parts and systematic maintenance by a technician or student assistant—not the teacher. It is the teacher's responsibility

to provide intelligent and enthusiastic use of the facilities. When these requirements are met, the laboratory will justify itself to teachers and students, as it is doing in thousands of communities throughout the country.

In planning a foreign language program that will include the use of a language laboratory one should consider first of all the students' needs and age level, and next the objectives of the course. Only if the listening and speaking skills are to be emphasized, should there be language laboratory facilities. The readiness of the teacher, in both attitude and training, should also be considered before a decision is made regarding the installation of a language laboratory. It should be emphasized that the *key* to a successful foreign language program will be found in the teacher and in the method employed rather than in equipment. The function of the language laboratory is to implement audio-lingual instruction. Last, but by no means least, the teacher should be allowed released time in order to adjust his program to a new approach. Effective use of the laboratory will depend on careful planning, not mere chance.

The following are things the language laboratory can do:[1]

1. Provide for active simultaneous participation of all students in a class in listening and listening-speaking practice in or out of class.
2. Provide a variety of authentic native voices as consistent and untiring models for student practice.
3. Provide for individual differences through guided practice in an individualized group, small group, or individual study situation with facilities for student self-instruction and self-evalutaion at his own learning rate.
4. Free the teacher from the tedious task of presenting repetitive drill material, thus allowing him to perform a dual role simultaneously.
5. Afford the teacher opportunities and convenient facilities for evaluating and correcting the performance of individual students without interrupting the work of others.

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[1] *The Language Laboratory*—By Joseph C. Hutchinson, U. S. Government Printing Office, Washington 25, D. C.

6. Provide intimate contact with the language, equal hearing conditions for all students, and facilities for simultaneous grouping of different activities through the use of headphones.
7. Provide a reassuring sense of privacy, reduce distractions, and encourage concentration through the use of headphones and partitions.
8. Provide facilities for group testing of the listening and speaking drills.
9. Provide for special coordination of audio and visual materials in sequential learning series or in isolated presentations.
10. Provide aid to some teachers, who for various reasons do not have adequate control of the spoken language, in improving their own audio-lingual proficiency.

After reappraising its foreign language program the school can begin a careful study of specific equipment. It is recommended that the school spend at least one year studying and evaluating different types of electro-mechanical equipment. Teachers are encouraged to visit schools which have already installed a language laboratory; in fact, it would be worth while visiting different types of laboratories. The State Foreign Language Supervisor will be able to provide you with such a list of schools in your vicinity. Indeed, throughout this planning period schools are encouraged to avail themselves of the advice of specialists from the State Department of Public Instruction or from one of the colleges or universities. Valuable information can also be obtained from the forthcoming: *State of Indiana's Language Laboratory Standards and Specications;* the *Purchase Guide* and *Supplement* by the Council of Chief State School Officers; the *Technical Guide for the Selection, Purchase, Use and Maintenance of Language Laboratory Facilities,* by Alfred S. Hayes (U. S. Office of Education); and from Dr. Joseph C. Hutchinson's book, to which we have already referred.

Some additional recommendations for those considering the installation of some kind of electro-mechanical equipment are:

1. Because no student can imitate a sound he cannot hear, highest priority should be given to the fidelity of the sound as it is brought to the ears of the students.

2. In a "booth laboratory" the number of individual units should not be less than the enrollment in the largest class, plus a few (not less than 10%) stand-by units.
3. Each "position" should provide at least an activated headset and, in a booth laboratory, no less than 15% of the booths should provide recording and playback facilities.
4. Highly desirable are audiovisual facilities such as a movie projector, a large screen completely visible from all positions, and adequate control of acoustics, light and ventilation.
5. A recording studio is almost a "must." Such a studio allows a teacher to make a recording free from extraneous noise, or during school hours while another class is using the laboratory.

Further references:

Brooks, Nelson, *Language and Language Learning*, Harcourt, Brace and World, N. Y. 1960, pp. 147-156.

Bulletin of the National Association of Secondary School Principals: "Modern Foreign Languages in the Comprehensive Secondary School," October, 1959.

Hocking, Elton, "Language Laboratories," in *The Nation's Schools*, Feb. 1961.

Iodice, Don R., *Guidelines to Language Teaching in Classroom and Laboratories*, Electronic Teaching Laboratories, Washington, D. C.

Mathion, Gustavo, "Language Laboratories" in *Review of Educational Research*, April 1962.

Modern Language Association, *Reports and Surveys*, 70 Fifth Avenue, New York 11, 1962, pp. 234-237.

Orr, J. Collins, *Selective Bibliography for A-V Teaching of Modern Foreign Languages* DAVI of NEA, 1201 16th St., N.W., Washington 6, D. C. (Free).

Stack, Edward M., *The Language Laboratory and Modern Language Teaching*, Oxford University Press, New York, 1960.

Audiovisual Instruction (especially the special issues of September, 1959, and November, 1962, entirely devoted to foreign language teaching.) DAVI of NEA, 1201 16th St. N.W., Washington 6, D. C.

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EVALUATION

Oral Achievement Tests in French.

These are still in the process of development. The Modern Language Association has an extensive project directed by Professor Nelson Brooks of Yale University.

An example of an oral achievement test can be seen in:
Paul Pimsleur, "The French Speaking Proficiency Test," *French Review*, XXXIV (April, 1961), 470-479.

An example of a general aptitude test can be seen in:
The Modern Language Aptitude Test (MLAT) by John B. Canoll and Stanley M. Sapon. The Psychological Corporation, 304 East 45th Street, New York 17, N. Y.

General Statement about Testing:

All four skills (listening, speaking, reading and writing) should be tested. The test should be in the foreign language as far as possible. However, directions may be in English. Idioms, vocabulary and structures should be tested in context and in active and passive uses.

A few suggestions for testing taken from *French for Secondary Schools*, Bureau of Secondary Curriculum Development, New York State Education Department, Albany, 1960, pp. 186-199, are as follows:

Testing:

Aural Comprehension:

1) use of true-false tests
2) multiple choice questions

Speaking:

1) mimic or echo test—pupil repeats what he hears
2) oral reading
3) answer questions in the foreign language

(The language laboratory lends itself very well to the testing of speaking skill.)

Reading:

1) questions in French to be answered in French
2) multiple choice questions
3) completion

Writing:

1) dictation
2) writing sentences or dialogs on subjects with which the student is already familiar
3) composition

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Some addresses are:

Attaché Cultural
Ambassade de France
919 N. Michigan
Chicago 11, Illinois

Audio Visual Center
Indiana University
Bloomington, Indiana

The *Bulletin of the Audio Visual Center*, Vol. V, No. 8 (February 1961) is devoted to foreign language films.

Curriculum Materials Center (Catalogue)

Language Department
5128 Venice Blvd.
Los Angeles 19, California

FACSEA. French American Cultural Services and Educational Aid. 972 Fifth Avenue, New York 21, N.Y. Slides, filmstrips, exhibits (no films), on a very reasonable subscription basis. (Catalogue available.)

Goldsmith's Music Shop, Inc.
401 West 42nd Street, New York 36, N.Y. (Catalogue.)

Lorraine Music Company
38-86 47th Street
Long Island City, N.Y. (Catalogue.)

National Information Bureau News (NIB), Director
Armand Bégué, 972 Fifth Avenue, New York 21, N.Y.
In most issues of the *French Review*. Contains lists of materials and other information.

Wilmac Recorders
921 East Green Street
Pasadena, California

Circling the Globe series—Recordings on record and tape in the foreign language, excellent for language laboratory.

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